THE IMPORTANCE OF CONTEXTUALIZATION IN TEACHING SPECIALIZED TERMS IN NON-LINGUISTIC SUBJECTS

Tuxtaboev Dilshodbek Sobirovich
Master's student at the University of Exact and Social Sciences
Supervisor: Mannonova Saodat Artiqovna
Senior teacher, UzSWLU

Abstract: In the rapidly evolving landscape of higher education, non-linguistic disciplines such as engineering, medicine, economics, and technology increasingly require students to master subject-specific terminology in a second language, often English. However, simply memorizing lists of specialized terms without an understanding of their contextual usage proves insufficient for effective communication and knowledge application. This article explores the importance of contextualization in teaching specialized terms within non-linguistic subjects, emphasizing how embedding vocabulary instruction within meaningful, discipline-relevant contexts enhances comprehension, retention, and practical use. Drawing on recent research in applied linguistics, cognitive science, and education, the paper argues that contextual learning facilitates deeper cognitive processing, bridges the gap between theoretical knowledge and real-world application, and supports the development of subject-specific communicative competence. Furthermore, the article outlines practical methods for integrating contextual learning strategies into content-based instruction, such as using case studies, project-based learning, simulations, and authentic materials. The findings suggest that a contextualized approach not only improves students' terminological knowledge but also contributes to overall academic performance and professional readiness in their respective fields. This study concludes that context-based instruction is an essential pedagogical strategy for fostering meaningful learning and effective communication in specialized, non-linguistic domains.

Keywords: Contextualization, specialized terminology, non-linguistic subjects, English for Specific Purposes (ESP), content-based instruction, subject-specific vocabulary, communicative competence, academic language, discipline-specific language teaching, language acquisition.

Introduction: In the rapidly globalizing world, the need for domain-specific language proficiency has become increasingly significant, especially in non-linguistic fields such as engineering, medicine, law, and economics. As English continues to dominate as the global lingua franca in education, business, and science, mastering not only general communicative English but also specialized terminology relevant to a student's field of study is crucial. However, teaching specialized terms to students in non-linguistic disciplines poses unique pedagogical challenges. Many learners struggle to grasp the meaning and proper

usage of technical vocabulary when it is presented in isolation or without meaningful context.

This is where the principle of contextualization plays a vital role. Contextualization in language teaching refers to the practice of embedding vocabulary and grammatical structures within authentic, discipline-specific content, making learning more relevant and memorable. When students engage with terminology in context through case studies, real-life scenarios, simulations, and content-based texts they are more likely to understand the concepts, remember the vocabulary, and apply it accurately in professional and academic communication.

In non-linguistic disciplines, the importance of contextualization is even more pronounced. Unlike general English classes, where vocabulary tends to be more universally applicable, specialized terms are deeply tied to specific conceptual frameworks and disciplinary conventions. Therefore, teaching methods must align with students' academic and career goals, providing them with practical language tools that reflect real-world usage within their field. This article explores the theoretical foundations, pedagogical advantages, and effective strategies for contextualizing specialized terminology in non-linguistic subjects, emphasizing how this approach enhances comprehension, retention, and communication skills among learners.

Main Part:

Teaching specialized terminology in non-linguistic subjects requires a pedagogical approach that moves beyond rote memorization and fosters deep understanding. The principle of contextualization, which involves presenting vocabulary and language structures within meaningful and relevant settings, plays a crucial role in achieving this goal. This section examines the theoretical underpinnings of contextualized learning, explores various instructional strategies, and highlights its advantages in teaching subject-specific language.

1. Theoretical foundations of contextualization

Contextualization in language education is rooted in cognitive and constructivist learning theories. According to these perspectives, learners construct knowledge more effectively when new information is linked to existing knowledge and real-life experiences. Vygotsky's theory of the Zone of Proximal Development (ZPD) supports the idea that learners benefit from scaffolding in authentic contexts, where they can gradually develop mastery through interaction with more knowledgeable peers or instructors.

Moreover, Krashen's Input Hypothesis suggests that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. Contextualized instruction ensures that learners are exposed to meaningful input that is not only comprehensible but also directly related to their academic and professional needs. In this way, specialized vocabulary becomes a functional part of communication rather than a list of abstract terms.

2. Challenges in teaching specialized terminology

Students in non-linguistic fields often encounter difficulties when learning specialized terminology for several reasons. First, technical terms are frequently abstract and lack immediate relevance to learners if taught in isolation. Second, many of these terms are polysemous possessing different meanings in different contexts which can confuse learners. For example, the term "deposition" carries one meaning in geology and a different one in legal studies. Without context, such distinctions are hard to grasp.

Additionally, traditional teaching methods such as word lists, definitions, and translation exercises may not equip students with the skills to use these terms accurately in real-world communication. This lack of application hinders retention and practical usage.

3. Strategies for contextualized teaching

To overcome these challenges, educators can employ several effective strategies to contextualize specialized terminology in the classroom:

a. Content-Based Instruction (CBI)

CBI integrates language learning with academic content, allowing students to acquire terminology in the context of their field of study. For instance, economics students may read authentic articles or watch videos on current financial issues, which naturally incorporate specialized vocabulary. By engaging with content they are interested in, students learn terminology incidentally and meaningfully.

b. Task-Based Language Teaching (TBLT)

TBLT emphasizes the completion of real-world tasks that reflect authentic communication in specific domains. For example, engineering students may be asked to prepare a project presentation, write a technical report, or simulate a job interview. These tasks require students to use specialized terminology in context, reinforcing both comprehension and usage.

c. Case Studies and Problem-Based Learning (PBL)

Using case studies and PBL encourages students to analyze real-life scenarios where they must apply domain-specific vocabulary. In a business class, for example, students could work in groups to solve a case involving international trade, using relevant economic terms and concepts. This active engagement enhances motivation and fosters critical thinking skills alongside language development.

d. Glossing and annotation techniques

Introducing glosses and annotations within authentic texts helps students understand complex terms without interrupting the flow of reading. Teachers can highlight key terms, provide brief explanations or visual aids, and link the terms to other related vocabulary. Digital tools and online platforms can make this process more interactive and adaptive to student needs.

4. Advantages of contextualized instruction

Contextualized instruction offers multiple pedagogical benefits:

- Improved retention: When students encounter vocabulary in context, they are more likely to remember it because they understand how it functions within a meaningful framework.
- Enhanced comprehension: Contextualized learning allows students to infer meaning from context, developing stronger reading and listening skills.
- Greater engagement: Learning vocabulary through real-life examples, current events, or relevant topics increases student motivation and involvement.
- Transferable skills: Students not only learn technical vocabulary but also develop the ability to communicate ideas clearly and professionally in academic and career settings.
- Cultural relevance: Contextualized content can be adapted to include cultural aspects relevant to the learners, making instruction more inclusive and relatable.

5. The role of technology

Digital tools and web-based resources can significantly enhance contextualized learning. Interactive platforms, online simulations, multimedia resources, and discipline-specific corpora allow students to engage with language in authentic and dynamic ways. For example, using online economic databases or engineering simulation software, students can learn terminology while navigating real-world tasks.

Language learning apps and vocabulary tools with customizable content also provide teachers with opportunities to align instruction with learners' specific academic fields. Moreover, learning management systems (LMS) can support collaborative learning through discussion boards, project work, and feedback, promoting deeper engagement with the specialized language.

In sum, contextualizing specialized terminology is essential for effective language instruction in non-linguistic disciplines. By embedding vocabulary in meaningful, discipline-specific tasks and content, educators empower students to develop both linguistic and professional competence. The following conclusion will summarize the implications of this approach and offer recommendations for language educators.

Conclusion:

In conclusion, the integration of contextualization in teaching specialized terminology to students of non-linguistic disciplines represents a crucial step toward more effective, relevant, and engaging language education. Unlike traditional methods that often isolate vocabulary from practical usage, contextualized instruction allows learners to encounter and use terminology in meaningful settings, aligned with their academic and professional interests. This approach not only enhances comprehension and retention but also fosters critical thinking, problem-solving, and communicative competence within specific subject areas.

By embedding technical terms within authentic texts, task-based activities, case studies, and digital platforms, educators can transform passive vocabulary acquisition into active language use. This shift is especially beneficial for learners in fields such as engineering, medicine, business, or law, where precise and appropriate usage of terminology is vital for academic success and future career readiness.

Furthermore, contextualization supports interdisciplinary learning and bridges the gap between language and content knowledge, thus preparing students for real-world communication beyond the classroom. It nurtures learner autonomy and encourages continuous engagement with subject-specific discourse communities.

As global communication continues to evolve, and as higher education becomes increasingly interdisciplinary and internationalized, the need for contextualized language teaching becomes more pressing. Educators, curriculum designers, and policymakers must therefore recognize and implement context-driven methodologies to ensure that specialized language instruction meets the dynamic needs of modern learners.

References:

1. Alimdjanovna, K. M. (2023). Methods of teaching English and other foreign languages. International Journal of Pedagogics, 3(05), 99–102.
2. Alimova, D. (2024, October). Teaching English through English: Proficiency, Pedagogy and Performance. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 779-782).
3. Anthony, L. (2018). "Introducing English for Specific Purposes." Routledge Introductions to English for Specific Purposes.
4. Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. Palgrave Macmillan.
5. Dilshodbekovna, X. S., & Baxtiyorovna, S. M. (2024). Reflection Of Colors In Phraseology. *Journal of Advanced Zoology*, *45*(2).
6. Dudley-Evans, T., & St John, M. J. (1998). Developments in English for Specific Purposes: A Multi-disciplinary Approach. Cambridge University Press.
7. Erdanova, Z. (2021). THE PROBLEM OF THE NORMS OF PHRASEOLOGICAL UNITS. *Mental Enlightenment Scientific-Methodological Journal*, *2021*(1), 74-81.
8. Gollin-Kies, S., Hall, D., & Moore, S. (2015). English for Specific Purposes in Higher Education: Teaching and Learning in Academic and Professional Contexts. Palgrave Macmillan.
9. Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learning-Centred Approach. Cambridge University Press.

10. Kupaysinovna, S. G. (2021). IMPROVEMENTS AND CHALLENGES OF DISTANCE LEARNING DURING PANDEMIC. Проблемы науки, (6 (65)), 94-96.

11. Rashidova, G. (2024). Scientific ethics and etiquette of uzbek students in writing. *Проблемы инновационного и интегративного развития*

12. Zahitovna, M. P. (2019). The use of ICT in the English class. Наука и образование сегодня, (6-1 (41)), 87-89.